

Things to consider when developing a school exchange program:

- benefits of a school exchange
 - relate the exchange to the curriculum
- how to find a partner school
 - LOTE organization contacts
 - other schools
 - personal contacts
 - online
- necessary paperwork (see examples in handout)
 - exchange application (hosting and traveling)
 - host parent expectations
 - permission to travel out of the country
 - rules and code of conduct (including alcohol use)
 - liability release
 - medical form
 - host gift ideas
 - proposed itinerary
 - things to do in your area
- true student-to-student exchange or exchange / tour
 - will you plan activities for your students to do together while abroad, or will all activities be the responsibility of the host family?
- preparing students for life abroad
 - school structure
 - adhering to host family rules
 - transportation
- student responsibilities
 - missed school work
 - journals
 - sharing experience upon return

For more information on successful programs:

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Dear Members of the Board of Education,

I would like to request your approval to continue Hamburg High School's exchange program with the French high school Ensemble Scolaire Thérèse d'Avila in Lille, France. The French students tentatively plan to arrive the weekend of October 17th and spend two weeks with Hamburg families, attending classes at Hamburg High School and immersing themselves in our language and culture. Not only do these students attend classes at Hamburg High School, but many of them spend time at Hamburg Middle School with 7th and 8th grade French classes. Their insight into a teenager's life in France is invaluable to our middle school students.

To complete the exchange, Hamburg students will travel to Lille in March 2016, staying with these same French students, and attending classes for two weeks at Thérèse d'Avila. Such an immersion experience is a once in a lifetime opportunity for our students, not only in regard to their language skills, but in their understanding of everyday life outside of Hamburg. As our district continues to stress global leadership and awareness, it is essential that our students have this opportunity to experience life in another part of the world.

This is a true academic immersion experience. Hamburg students spend two weeks with families in Lille, living the life of a French teen. Students also attend classes, speak to middle and high school English classes, and participate in chaperoned excursions in Lille. Upon their return to Hamburg, these students will be able to compare and contrast daily and academic life in these two countries and share their experiences with peers in all their classes. Students are also made available to speak to the Board and within the community, becoming ambassadors for the Hamburg School District. In the past, students have spoken about our exchange program and their experiences at Frontier Middle School and Depew High School.

M. François Thellier, headmaster of Ensemble Scolaire Thérèse d'Avila, and Hamburg High School principal Michael Gallagher are strong proponents of this exchange between our two schools. I ask for your approval to continue this extremely beneficial exchange and open the world to our students.

Sincerely,

JoAnn Thomasson
French Teacher, HHS/HMS
Lille Exchange Coordinator

Benefits of an Exchange Program

"21st Century Skills"

Mastery of **core subjects and 21st century themes** is essential to student success. In addition, schools must promote an understanding of academic content at much higher levels by weaving **21st century interdisciplinary themes** into core subjects.

Hamburg's Lille exchange program exposes students to many of the 21st Century Skills that are essential for student success and helps prepare them for college and beyond:

SKILL	Example from Lille exchange program
Global Awareness	<i>Students experience life in a foreign country!</i>
Financial, Economic, Business and Entrepreneurial Literacy	<i>Students are exposed to exchange rates, value of euro vs. dollar, cost of items in France vs. US</i>
Civic Literacy	<i>Students addressed issue of bullying in journal entries</i>
Health Literacy	<i>In journals, students noted the amount of smoking they witnessed, as well as the healthier foods that the French seem to eat (more natural, less chemicals and preservatives)</i>
Environmental Literacy	<i>People walk, take metro, bike → less cars = less pollution</i>

Learning and Innovation Skills

Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in today's world and those who are not. They include:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

While living in France, students were faced with daily tasks for which they had to determine appropriate cultural responses and vocabulary.

Life and Career Skills

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills, such as:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

"Students in France have more freedom than we do, but it teaches them to be responsible!"

When asked what they would say to future exchange students, the most frequently mentioned pieces of advice? BE FLEXIBLE and ADAPT TO THE CULTURE!

Notes from student journals

- I went to the Louvre-Lens, an Easter Vigil Mass; I've taken the bus and the subway. It has been an experience I didn't expect, but I am loving it. It has been amazing thus far!
- I love the students' schedules in the International Section. They take classes in English and French. It gives them an opportunity to use what they learn in English class. I feel like we learn all these grammar rules at Hamburg and then are never given the opportunity to actually use and practice it.
- Students are not given notes or packets to learn from. The teacher talks and they take notes. Nothing is handed to them. It is very college-like and I like it a lot. The students here are very independent.
- I am very happy with my decision to participate in the exchange. It was such a great experience to sit in a classroom all day long where all I heard was French.
- I actually enjoy going to school in France because I like to try to understand what they are saying and talking to other classmates.

- I'm extremely happy that I participated in the exchange. I met so many new people and seriously couldn't have thought of a better way to spend spring break! People can say they've been to Paris, but it's so much different actually living the life of a French person.
- I think it's amazing how focused they are in school and the time they put into it. If American schools were more like that people would be smarter and more open to other cultures in other countries.
- I am really seeing everyday life in France as opposed to the touristy life of a planned trip. Living with a French family is so eye-opening and I feel like I'm getting a very good cultural experience.
- Bullying is not really dealt with here because teachers or adults are never around to deal with it and there is not a lot of it.
- I really think hosting before I came here helped a lot and made it a lot more enjoyable. I really feel like Solène (my exchange student) and I will stay in touch for a very long time because of the exchange and I am so thankful for that!
- I would encourage kids to do the exchange because it gives you a taste of real life in France and I think that is a rare opportunity. My level of French got so much better in just the first week....
- The exchange also helped me prepare for college in some ways by exposing me to different environments and pushing me out of my comfort zone.
- I respect the fact that the teachers leave the choice up to the students to talk or not during the lessons because they know that if they are not paying attention, it will only reflect on their grades.
- The best advice I could give to those who will participate in the exchange program in the future is just to make the best out of their experience and not take for granted the trip.
- Teachers are nice, but they aren't very personable like many of the teachers in America. Teachers don't seem to know their students on a personal level. They only teach and that is all, which gives the impression they are much more strict or mean, but they are just serious and focused.
- We go to school in the US and are handed a notes sheet with most of it filled in; here the teacher lectures and writes a few words on the board but the students leave the room with a full page of notes. In a way it makes me thankful for what we have, but at

the same time this would better prepare us for college and our futures. The students' note-taking skills are "crazy good".

- To other kids doing the exchange, I would say, come with an open mind. Be ready to go with the flow, try new things and be confused at times. It is a bit of a culture shock and you have to realize it's completely different from the US. Many kids this year, including myself, had trouble adjusting at first. You adapt to their life, not the other way around!
- Meals are really family oriented here, unlike in America, where some families rarely eat dinner together.
- One thing I was not prepared for was my host student's seven year old brother. As soon as I got to their house the day we arrived, it was like rapid-fire French coming from him. I think it is hard for him to understand that French is not my first language and that I'm used to slow, clear French.
- The students' schedules change everyday, which in my opinion would get very confusing. On the other hand doing the same thing everyday at the same time is mundane. The ability to leave school when you have a study hall or for lunch is awesome. I think if Hamburg adopted this policy it would teach students to be more responsible, more careful with their time and to take responsibility for their actions. If a student decides to skip school after their break they will face the consequences and learn that their bad choices lead to failure in life.
- Teenagers in Lille have a lot more freedom than teenagers in Hamburg. Students in Lille can get from place to place by the metro and there are actually places to go in Lille. Teenagers in Lille are not kept an eye on in stores like we are in the US.
- When all is said and done, I really am happy I participated in this exchange, although the first week was rough because I was going through horrible culture shock. But now that I've experienced this, I feel like I took my school and family for granted and after learning about a whole different education system and living with a family whom I knew nothing about, I appreciate my school and family and my entire life in America. I never realized how good I had it.

How Exchange Is Related To The Curriculum

New York State Learning Standards

The following New York State Learning Standards are directly supported through exchange experiences:

Art Standard #4: Understanding the Cultural Dimensions and Contributions of the Arts

Students will develop an understanding of the personal and cultural forces that shape artistic communication, and how the arts in turn shape the diverse cultures of past and present society.

Career Development and Occupational Studies Standard # 1: Career Development

Students will be knowledgeable about the world of work, explore career options, and relate personal skills, aptitudes and abilities to future career decisions.

Career Development and Occupational Studies Standard #2: Integrated Learning

Students will demonstrate how academic skills and knowledge are applied in the workplace and other settings.

Career Development and Occupational Studies Standard #4: Career Majors

Students who choose a career major will acquire the specific technical knowledge and skill necessary to progress toward gainful employment, career advancement and competencies necessary for success in the workplace.

English/Language Arts Standard #1: Students will read, write, listen and speak for information and understanding.

As listeners and readers, students will collect data, facts and ideas; discover relationships, concepts and generalizations; and use knowledge generated from oral, written and electronically produced texts. As speakers and writers, they will use oral and written language to acquire, interpret, apply and transmit information.

English/Language Arts Standard #2: Students will read, write, listen and speak for literary response and expression.

Students will read and listen to oral, written and electronically produced texts and performances, relate texts and performances to their own lives, and develop an understanding of the diverse social, historical and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language for self-expression and artistic creation.

English/Language Arts Standard #3: Students will read, write, listen and speak for critical analysis and evaluation.

As listeners and readers, students will analyze experiences, ideas, information and issues presented by others using a variety of established criteria. As speakers and writers, they will present, in oral and written language and from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues.

English/Language Arts Standard #4: Students will read, write, listen and speak for social interaction.

Students will use oral and written language for social communication with a wide variety of people. As readers and listeners, they will use the social communication of others to enrich their understanding of people and their views.

Languages Other Than English Standard #1: Students will be able to use a language other than English for communication.

Languages Other Than English Standard #2: Students will develop cross cultural skills and understandings.

Social Studies Standard #2: World History

Students will use a variety of intellectual skills to demonstrate their understanding of the major ideas, eras, themes, developments and turning points in world history, and examine the broad sweep of history from a variety of perspectives.

Social Studies Standard #3: Geography

Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live -- local, national and global -- including the distribution of people, places and environments over the Earth's surface.

Social Studies Standard #4: Economics

Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision making units function in the United States and other national economies, and how an economy solves the scarcity problem through market and non-market mechanisms.

Plan To Bring Back To Home And Community The Benefits Of The Exchange:

American students participating in the exchange will be expected to keep a journal of their experience throughout the exchange. At the end of each phase of the exchange, the students will have opportunities to meet with French classes at the high school and at the middle school to make presentations to classes on topics relevant to the curriculum. Students will also have the opportunity to make presentations to community groups. The students will assemble a display case in their building. The students will also be asked to meet with students and parents involved in future exchanges.

	lundi le 21	mardi le 22	mercredi le 23	jeudi le 24	vendredi le 25
8h00					
9h00					
10h15					
11h15					
12h15					
13h25					
14h25					
15h40					
16h40					
Le Soir...					

****Daily Log:** Please make note of where you are at the following times and make at least one comment about the class you are in ☺

Exchange Journals

Please answer each of the following questions and return to your folder.

Due Date: _____

What are the typical stereotypes that American people have about the French? What are your impressions of French people now that you have been here? Tell me about your host family and home (describe people in the family, your house, compare to your home in Hamburg).

Due Date: _____

Write a comparison of your school in Lille and Hamburg. What are the similarities and differences in regards to homework, classes, cellphone & electronics use, student-teacher interaction and responsibilities? How do you get to school here in France?

Due Date: _____

Describe the city of Lille. What have you seen/done in town? How would you compare Lille to Buffalo? Where else have you visited during your stay?

Due Date: _____

What advice can you give the next group of students who will be participating in the exchange (both Americans and French)? Could you have been better prepared in some ways? What would you like to see changed or remain the same? Are you happy with your decision to participate in the exchange? What do you hope to gain from this experience?

1. Types of International Trips offered ts

- a. Service trip
- b. Language immersion trip
- c. Research trip

All trips will follow the same model of application process (see 2), and all trips will have requirements to fulfil with the trip leaders beforehand. These requirements include but are not limited to proper skill training, cultural and language training, and research.

2. Application process

All trips will follow the same application process, and a student's acceptance will be decided by a committee of teachers and administrators. Trips should remain small enough to provide students with a meaningful experience and the group should be limited to 16 students/trip. Trips will adhere to a 1:8 (leader:student) ratio, and each leader will be assigned 8 students that they are responsible for throughout the trip.

On the following page is an example of the application that was used for Senegal (a similar one was used for Madagascar) in 2016.

Application form

First Name: *

Last Name: *

Grade: *

- 9th Grade
- 10th Grade
- 11th Grade
- 12th Grade
- Other:

What trip are you applying for? *

What events, experiences or past activities have prepared you for this trip and how will those experiences benefit you for this trip? * (Please be as specific as possible).

How would you rate your current knowledge about the culture, geography and politics of the host country? *

1 2 3 4 5 6 7 8

I know nothing right now, I couldn't even
find the country on a map.

I have done in
depth research
on the country

How comfortable do you feel about spending 9-10 days away from home? *

1 2 3 4 5 6 7 8

Not comfortable at all

Extremely comfortable

What is one thing that you are hoping to learn from this trip? *

Please tell us what you feel is the most important aspect of a language immersion trip/Service trip/Or Research trip? * Please be specific.

Why is this trip a good fit for you as a student right now in your life? * Try and give specific examples

If applying for a service trip, what skills and areas of expertise are most interested in developing or received training for? * Leave blank if not applying for a service trip

What questions or concerns do you have about this trip? * If you have none, just write none.

3. Student/Parent Contract for International Trips

By signing the contract below, as a parent and/or student, I am agreeing to the statements below.

For students: This trip is an opportunity and privilege. By going on this trip I am representing the school community abroad. The partnerships and relationships we build are essential for the success of each student traveling and for the creation of a successful exchange. Signing this document acknowledges my understanding that my ability to go on the trip is contingent upon my behavior between now and when the trip departs.

As a student, I have read and agree with the following statements:

- I agree to represent my school, family, and community in a positive way and to the best of my ability before, during, and following the international trip.
- I agree to help myself and others by taking care of myself to the best of my ability. This includes drinking water, eating healthy food, taking prescribed medicine, asking for help, carrying materials when needed, and looking out for my team members.
- I agree to be on time, responsible, and accountable to the group for agreed upon initiatives prior to and during the trip.
- I agree to work hard and challenge myself.
- I understand the importance of putting the team first and my own wants and needs second. Further, if I struggle with this, I agree to take responsibility for mistakes I make.
- I agree not to bring anything on the trip that is not on the packing list without specific permission from the trip leaders.
- I agree that I will abide by all school rules while on the trip.
- I agree to keep the safety of myself and others as the highest priority. This would include following all directions while traveling in and between the United States and the final destination.
- I agree to respect local culture by dressing appropriately
- I agree to listen attentively to guides at all times because I want to learn as much as possible about the places I am visiting.
- I will abide by the curfew set by my trip leaders and/or host families. I understand that for my own safety I will not leave my room or change rooms after bed check.
- I understand the importance of correct behavior while being part of a larger group of people. This includes keeping my voice down and being considerate of people in neighboring rooms.

- I understand the the possession/use of illegal drugs, smoking, and alcohol is strictly prohibited on this trip.
- I understand that trip leaders have the right to inspect my room or personal property anytime they feel it is necessary and for the safety of the trip.
- I understand that socializing with any other students, other than my roommates, will be done in the common area of the hotel or homestay, and in the presence of trip leaders.
- I agree to let trip leaders know when I am having a problem before something small turns into something big.
- I agree to do all of the assigned work prior to leaving. This includes, but is not limited to, learning about the host country's culture and etiquette, connecting with host families before departure (if applicable), building skills necessary for any service work I will do, and conducting any research asked of me.
- I agree to participate fully in the schedule and rules of the places I visit and to be respectful of my environment at all times.
- I agree to take part in presentations and cultural re-immersion meetings upon return to the United States.
- I understand that I am required to participate in *Trip Preparations* classes during project block time prior to the trip.

As a parent sending my child on an international trip, I understand and agree to the following statements:

- Parents agree to provide the school with all the necessary information upon request about their child such that the School can book travel, make reservations, and prepare for the trip.
- Parents agree to pay the stated amount by written deadlines.

<p>_____</p>

- Parents agree to update all of their child's medical information and contact information to ensure safe travel.
- Parents agree to be available by phone or have a designated person available by phone while the group is traveling abroad.
- Parents agree to provide two alternate emergency contact numbers
- Parents agree to drop off and pick up your child at stated times.
- Parents agree to host their child's host student during next academic school year (if applicable)
- Parents agree to check, fully understand, and take any pre-trip actions to ensure safe travel. We recommend the following CDC site:
<http://wwwnc.cdc.gov/travel/destinations/traveler/none/madagascar>
- Parents agree to accepting disciplinary actions that the school might have to take during and after the international trip if the students breaches any rules listed on the code of

conduct. This includes, but is not limited to, immediate return to the United States at the expense of the parents/guardians, and disciplinary actions at the discretion of administrators upon the student's return.

As trip leader of the trip representing the school, we are making the following commitments to participating students and families:

- We agree to provide information needed in a timely fashion and make it easily accessible.
- We agree to treat your child's safety as the number one priority.
- We agree to lead in way that is appropriate for middle and upper school students; this includes helping each student to become more independent while also providing support throughout the trip and displaying proper role-modeling.
- We agree to share updates periodically throughout the trip and in the case of an emergency we will communicate as necessary.
- We agree to have an easy and accessible way for families and/or participants to contact us at all times in case of emergency
- We agree to create the best possible learning experience for your child(ren) with a balance of fun, teamwork, responsibility and growth.

If students or parents do not demonstrate an ability to abide by the aforementioned statements, participation on the trip is subject to change at the sole discretion of the School.

Enrollment Contract Agreement: I(We) agree to abide by the rules, policies, and regulations adopted by the School and set forth in various catalogs, publications, and mailings. I(We) understand that the Student's disregard or violation of the rules and regulations of the School may be deemed cause for suspension or dismissal. The School reserves the right in its sole discretion to require withdrawal of a Student if: (i) the Student's behavior or performance demonstrates an unwillingness or inability to be productive within the School community; (ii) a parent, guardian or other individual closely associated with the Student fails to cooperate with the School or disregards or is unable to abide by the rules and regulations of the School; or (iii) the Head of School determines that the continued involvement of a parent or guardian with the School is not in the best interests of the Student or the School. The School reserves the right to deny enrollment or require withdrawal of the Student at any time if payments are not made in accordance with this Agreement.

It should be noted that after the contract is signed by parents and students, all expenses associated with the trip are the responsibility of the parent(s)/guardians. If a student is asked to return home early for any reasons all additional expenses incurred would be the responsibility of the parent(s)/guardian(s). In the event that this were to occur, parents would be consulted, however, the decision would be made at the sole discretion of the School.

Student Signature _____ Date: _____

Parent/Guardian Signature_____ Date:_____

Parent/Guardian Signature_____ Date:_____

Trip leader signature _____ Date: _____

Trip leader signature _____ Date: _____

Trip leader signature _____ Date: _____

4. Medical form:

I, being the parent or guardian of the minor listed below, do hereby allow travel to and from (destination) _____ from (dates of travel) _____

and authorize any trip leader of this trip to sign for medical and/or surgical treatment while he/she is on the school trip.

Signature of parent/guardian _____

Relationship _____ Date _____

STUDENT IDENTIFICATION:

Name _____

Address _____

Home Phone _____ Date of Birth _____

ILLNESSES (please check all your child has or has had)

<input type="checkbox"/> Measles	<input type="checkbox"/> Scarlet Fever	<input type="checkbox"/> Infectious Mononucleosis
<input type="checkbox"/> Mumps	<input type="checkbox"/> Asthma/Hay Fever	<input type="checkbox"/> Heart Disease
<input type="checkbox"/> Rheumatic Fever	<input type="checkbox"/> Severe Allergies	<input type="checkbox"/> Polio
<input type="checkbox"/> Chicken Pox	<input type="checkbox"/> Tuberculosis	<input type="checkbox"/> Epilepsy

SPECIAL CONDITIONS:

Is your child a diabetic? _____ If so, does he/she take insulin? _____

Type/Dosage _____

Is allergic to bee stings? _____ If so, does he/she carry medication for bee stings? _____ Type/Dosage _____

Does he/she use any other medication? _____

If yes, Type/Dosage

Please describe any other special medical condition(s)

LIST ANY ALLERGIES: (FOOD OR DRUG)

FAMILY PHYSICIAN:

Name _____

Address _____

Phone _____

FAMILY INSURANCE COVERAGE:

Plan Name _____

Address _____

Group/Contract Number _____

Responsible party for insurance _____

Relationship to student _____

Responsible party address _____

Responsible party place of employment _____

CONTACT INFORMATION FOR PARENT/GUARDIAN. Please give us at least one alternate contact number beside the home phone.

Home Phone _____

Name _____

Work Phone _____

Cell Phone _____

Name _____

Work phone _____

Cell Phone _____

ALTERNATE CONTACT #1. Person to be notified in the event of emergency if
parent/guardian cannot be reached:

Name _____

Phone # _____

Address _____

Relationship _____

ALTERNATE CONTACT #2. Person to be notified in the event of emergency if
parent/guardian cannot be reached:

Name _____

Phone # _____

Address _____

Relationship _____

5. Emergency Protocol

An emergency is any circumstance that poses a serious risk to, or that has already disturbed the safety and/or wellbeing of participants in the travel group. Emergencies will include, though not be confined to, the following types of events and incidents:

- Serious illness, physical or emotional trauma, injury or death
- Hospitalization for any reason
- Disappearance or kidnapping of a participant
- Criminal assaults against program participants
- Sexual assault or rape • Arrest, incarceration, or deportation
- Automobile accidents involving program participants
- Terrorist threat or attack • Local political crisis disruptive of civil obedience
- Natural disaster

In the case of an emergency during any international trip the following actions will be taken in the following order by the trip leader:

1. Ensure the immediate safety and well-being of all program participants.
2. Contact administration and families about the situation via phone and email. Depending on the nature of the emergency the U.S. Embassy and/or Consulate may have to be contacted for advice and procedures.
3. In the event that the parent/guardian can not be reached, the trip leaders will contact the two alternate contacts provided.
4. Program directors and all participants will be evacuated or sent home if a situation deteriorates to the point where the degree of risk to participants is deemed unacceptable. In this unlikely event, the trip leaders in consultation with the U.S. Embassy would develop an evacuation plan in as much detail as possible to communicate to the school and parents.

